



Continuous and Comprehensive Improvement Planning

EXECUTIVE SUMMARY

Purpose:

In narrative form, describe your school or district. Include demographic information, current strengths and challenges, and other information that provides a complete picture of your system and how it provides teaching and learning on a day-to-day basis.

Descriptions include:

- School system's size
- Community & location
- Demographic changes over last 3 years
- Demographics (students, staff, & community)
- Unique features & challenges
- Special challenges of community over the last 3 years
- Purpose (mission, vision, beliefs)
 - Content
 - Who was involved in their development
 - How do they drive your work
- Notable achievements (most proud of & why)
- Over the next three years, focus areas for improvement efforts
- Additional information to share with public and community

EXECUTIVE SUMMARY

Performance Levels

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 1	Level 2	Level 3	Level 4
The executive summary does not provide a clear description of the school or district.	The executive summary provides some information about the demographics of the school or district. Challenges are described and areas of improvement are outlined.	The executive summary provides a description about students, teachers, and the community of the school or district. It includes demographic information and describes challenges and recent achievements. The mission, beliefs, and vision are outlined along with who was involved in their development. Focus areas for improvement are described in detail.	The executive summary provides a clear, comprehensive description about students, teachers, and the community of the school or district. It includes current demographic information and outlines special challenges and/ or unique features faced over the last 3 years. Evidence about the school or district's mission, beliefs, and vision reflects a strong commitment to the academic achievement of all and reveals the collaborative work of varied stakeholders behind their development. Also included is a description of notable achievements, how they were obtained, and why they are significant to the organization. Focus areas for improvement are outlined and other additional information may be provided to more clearly define the school or district

NEEDS ASSESSMENT

Purpose:

Use data and information to
prioritize allocation of resources

Descriptions include:

- Data reviewed

and activities

- Student performance data
- TELL survey data
- Perception data (if TELL data is not available, must provide source(s))
- Non-academic indicators
- Missing Piece- parent engagement data
- Other surveys, data or audits
- Process used to develop needs assessment and Includes:
 - Councils
 - Leadership teams
 - All stakeholders
- Data analysis
 - Five questions answered to determine causes and contributing factors
- Review of previous plan and its implementation
 - Goals met/ not met
 - Conclusions
- Processes and interventions for monitoring continuous improvement efforts
- Prioritization of needs and areas of concern
- Areas of strengths
- Opportunities for improvement

NEEDS ASSESSMENT

Performance Levels

<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4
The needs assessment narrative does not provide relevant data that could be analyzed for effective prioritization and planning of improvement goals. Other relevant information is missing or incomplete.	The needs assessment identifies at least two data sources that have been reviewed. The needs assessment and data analysis process is minimally described and lacks significant details. A review of the previous plan has little or no reference. The description of processes and interventions for continuous improvement not included in the plan. Conclusions	The needs assessment review contains at least three data sources of academic and nonacademic performance data and includes an analysis of current student performance in content strands. TELL and parent engagement data are provided and analyzed. A description of the needs assessment and data review process is included. The review of the previous plan	The needs assessment comprehensively reviews all relevant student academic and nonacademic performance assessment data for the past three years and includes additional analysis of current student performance in content strands and for subgroups. (e.g., SAT/ACT,) Data are also provided on TELL and parent engagement
	and prioritization of needs are not clearly substantiated by the analyses of reviewed data.	focuses on identified goals met and not met but conclusions and implications are not identified. References are included for the improvement processes but they need more details. Conclusions and prioritization of needs are not fully substantiated by the analysis of reviewed data.	surveys as well as other perception data or audits. Attendance, dropout, and discipline data are included and an analysis with conclusions is provided. A thorough description of the needs assessment and data analysis process is provided and it reveals that the leadership team was composed of representatives of each of the relevant stakeholder groups involved. A review of the previous school improvement plan identifies the impact of strategies on student performance and resulting information is used in the formation of new goals. Areas of strength, opportunities for improvement, conclusions and prioritization of needs appear logically based on the analysis of data.

IMPROVEMENT GOAL SETTING

Purpose:

Use data to plan improvement efforts designed to raise achievement, support student success, improve graduation rates, and increase teacher and principal effectiveness.

Descriptions include:

Types of goals

- Academic (specific to subgroup & subjects)
- Organizational (non-academic criteria)

Goals follow KBE goals

- Gap – Increase achievement
- Graduation – increase graduation rate
- K-Prep Proficiency – increase K-prep scores for students

- College & Career Readiness – Increase % of students identified as ready for college and/or careers
- Teacher/principal effectiveness – Activities designed to increase the effectiveness of teachers and school leaders

Levels of Goals

- EL – K-Prep scores & achievement gap
- MS – K-Prep Scores, CCR Students, & achievement gap
- HS – K-Prep, Freshman graduation rate, CCR students, & Achievement Gap

Other

- Additional goals based on data at the discretion of school or district

IMPROVEMENT GOAL SETTING

Performance Levels

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 1	Level 2	Level 3	Level 4
Improvement goals are not aligned with data disaggregation analyses and do not appear to address critical areas of need.	Improvement goals are aligned to needs assessment and prioritized needs. Only academic goals are identified and all address required KDE goals.	Improvement goals are directly aligned to the needs assessment and address identified areas of need. All goals match established KDE goals. Both academic and organizational goals are identified and all goals address required KDE goals.	Goals are directly and clearly aligned to the data disaggregation analyses described in the needs assessment and the narrative specifically states critical areas of strength and need based on the data/information presented. All goal targets match data priorities and specifically identify curricular, instructional, assessment, and/or organizational effectiveness. Each correlates with KDE goals to support student success, improve graduation rates, and increase teacher and principal effectiveness.

OBJECTIVES

Purpose:

Set measureable, short-term targets/benchmarks that help

Descriptions include:

- Measureable, specific to targets in each area

district/school achieve goals.

- Objective identifies what will be done (drop down menu) by when as measured by ____.

(e.g. Demonstrate proficiency in reading of students scoring proficient/distinguished from X% to X% by 9/30/14 as measured by KPREP data).

OBJECTIVES

Performance Levels

□	□	□	□
Level 1	Level 2	Level 3	Level 4
Goal objectives do not provide measureable, specific targets in each area.	Goal objectives are specific to targets in each area. The implementation description is missing critical elements and is unclear. The objectives do not appear adequate to meet the goal targets by timelines.	Goal objectives are specific to need targets in each area and contain a reasonable date of attainment and contain measureable, specific implementation steps and targets. The description defines what will be done, who will do it and how it will be measured. The objectives appear realistic & attainable but not ambitious to reach goal targets by timelines.	Goal objectives are SMART, realistically and strategically support identified needs, project a reasonable date of attainment and demonstrate that data was used as the basis for establishing, monitoring, and evaluating of improvement targets. The description clearly defines what will be done, who will do it, and how it will be monitored and measured. Benchmarks are established to signify progress. Objectives appear ambitious but achievable to reach the goal targets by timelines.

STRATEGIES

<p>Purpose: Prepare a deployment plan for specific strategies to reach</p>	<p>Descriptions include:</p> <ul style="list-style-type: none"> • Name of proposed strategy • Targeted population (SWD, ELLs, other gap groups causing identification)
<p>targeted goals.</p>	<ul style="list-style-type: none"> • How strategy will work (narrative box) (e.g., teachers will participate in PD that will lead to effective, engaging, instruction) <p>Strategies must be aligned with State strategies:</p> <ul style="list-style-type: none"> • Attendance support • Professional development • Curriculum development and/or alignment • Engaging instruction • Assessment development • Classroom assessment • Monitoring student achievement • Standards based grading • Interventions • Pyramid of interventions • Positive behavior intervention support • Career readiness support • Persistence to graduation • Post-secondary transition support • Monitoring & evaluation of implementation of achievement activities & initiatives <p>Sources for Potential Strategies:</p> <ul style="list-style-type: none"> • CIITS/PD 360 • Best Practices Website

STRATEGIES

Performance Levels

□	□	□	□
Level 1	Level 2	Level 3	Level 4
Identified strategies are not appropriate to meet the goals and objectives of the improvement plan. No strategies address the needs of gap groups that caused identification as Focus.	Selected strategies for each objective do not have a logical sequence that addresses priorities and the implementation plan is incomplete or missing. A few strategies are aligned with State strategies. Strategies addressing the needs of gap groups that	The improvement plan provides evidence of an implementation and monitoring plan. Each strategy is defined and all align with the goals and objectives that have been identifies. Strategies include those addressing the needs of gap groups that caused identification as Focus.	The improvement plan provides evidence of a clear and defined process of implementation, monitoring, and evaluation for all identified strategies. Each strategy is carefully defined and there is evidence of alignment between the mission, vision, and
	caused identification as Focus are difficult to identify or are missing.	Some roles for personnel accountable for leading the strategy implementation are defined and assigned. Some of the selected strategies for each objective have a logical sequence that addresses priorities and all are aligned with State strategies.	beliefs of the school or district, and the goals and objectives of the plan. Strategies addressing the needs pf students in the gap are seamlessly integrated throughout the plan goals. Specific roles for all personnel accountable for leading the implementation are defined and assigned. The strategies create a logical sequence for each objective to address prioritized needs and all strategies align with State strategies.

ACTIVITIES

Purpose:
Identify planned activities to
address significant needs

Activity name

Activity Type (drop down menu)

- Assistance Teams
- Attendance initiative
- Truancy initiative
- Data review
- Professional learning communities
- Curriculum refinement
- Standards-based units of instruction
- Direct instruction
- Formative & summative assessment development
- Academic support program
- Behavioral support program
- Technology
- Career preparation/orientation
- Policy & process
- Other

Activity Description

Beginning & ending date

Resources assigned (\$ amount)

Sources of funding (drop down menu)

Staff responsible

Sources for Potential Activities:

- [CIITS/PD 360](#)
- [Best Practices Website](#)

ACTIVITIES

Performance Levels

□	□	□	□
Level 1	Level 2	Level 3	Level 4
<p>All activities are not described and/or may not be correlated to specific goals. No activities address the needs of gap groups that caused identification as Focus. Timelines are not provided or at unrealistic.</p>	<p>All activities include required components and descriptions provide minimal information about implementation plans. Some activities for specific strategies do not have a logical sequence or realistic timeframe. Activities addressing the needs of gap groups that caused identification as Focus are difficult to identify or are missing. The assigned resources do not appear reasonable for activities and resources are not targeted to reach objectives.</p>	<p>All activities are described, address needs identified by data, and include information about how the activities support attainment of the goals(s). Activities include those addressing the needs of gap groups that caused identification as Focus. The selected activities for each strategy have a logical, realistic sequence and timeframe for completion. The assigned resources appear reasonable for activities and monies have been identified to support implementation. Some resources are targeted to reach objectives.</p>	<p>All activities are clearly described and address needs identified by data, include demonstrably effective practices, and include a rational describing how the activities support attainment of the goals (s). Activities addressing the needs pf students in the gap are seamlessly integrated throughout the plan . Each activity has a specific timeframe for completion and all activities can be completed within the scope of the regular school calendar. The timelines for activities are ambitious and designed to have maximum impact. Staff has a shared responsibility for completion and is clearly identified for specific responsibilities.</p>

ASSURANCES

Approved by local board Signed by Superintendent	Approval and signature from local boards and the Superintendent will signify a commitment to this plan from all concerned parties.
Process for annual review & revision	An annual review will include how the plan was implemented, monitored, and an analysis of the impact of this goals-driven process.

Performance Levels

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 1	Level 2	Level 3	Level 4
The plan is not approved by local boards and is not signed by the superintendent.	The plan is approved by the local boards and the Superintendent. The plan does not include a process to monitor implementation and impact.	The plan is approved by the local boards and the Superintendent. The plan does not include a process to monitor implementation and impact.	The plan is approved by local boards and the Superintendent and is aligned with district and state goals. Implementation plans include periodic reviews and reports that provide progress updates and evidence of monitoring to stakeholders and a final review that evaluates how the
			plan was implemented with an analysis of the impact of improvement activities.

KDE Resources Referenced:

1. What you need to know if you are building a comprehensive school or district improvement plan: A KDE guidance document replacing any and all earlier CSIP and/or CDIP guidance.
2. Frequently Asked Questions: Using ASSIST for KY School and District Improvement Planning
3. A guide for using the data questions
4. How to write goals and create them in Assist
5. Sample comprehensive district improvement plan
6. Previously developed review rubric: Comprehensive school or district improvement plan